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ABSTRACT

This publication outlines the ways in which elementary school educators from seven Ohio school districts implemented intervention assistance teams (IATs) as a way to provide the best possible education for their students. The purpose of the IATs is to provide educators with an additional vehicle for addressing the learning needs of at-risk students and youth. The seven Ohio models presented in this document can be adapted according to local needs and demographic considerations, and have been found to be useful in addressing specific problems relating to high student retention or dropout rates and low student achievement; in securing greater parent involvement; in promoting the principal's role as instructional leader; and in responding to special educational needs, including effective mainstreaming of handicapped students into regular classes. Each model is presented in four sections: (1) introduction and background; (2) the service-delivery model, which describes the program, the staff, and the forms and procedures used for student assessment and program selection; (3) characteristics of the IAT leader (or principal) who is responsible for the IAT and who has specific duties that must be performed as IAT leader; and (4) other considerations, such as the impact on the students. The document notes that the operational teams that evolve under the principal's active leadership will respond to the individual needs of nonhandicapped and at-risk students. It is concluded that intervention assistance teams, regardless of the specific model on which they are based, allow school personnel to share the responsibility for providing an educational environment that allows each child to benefit from his or her educational program. A list of contact persons is appended. (BHK)

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1988

Intervention Assistance Team Models

Sharing the Responsibility for Success

Prepared by the
School Study Council of Ohio

And the
Division of Elementary and Secondary Education, Ohio Department of Education

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STATE OF OHIO
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FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 1988

Dear Colleagues:

Educators have traditionally had as their goal the provision of quality educational programs for all students. Hard work, dedication, and the willingness among educators to work together have improved our educational system and helped to make this goal a reality in Ohio.

The concept of Intervention Assistance Teams (IATs) provides educators with an additional vehicle for working together to address the learning needs of at-risk children and youth. Through these school-based problem-solving groups, building personnel work together to identify intervention strategies and seek creative ways to maximize the use of available resources.

Intervention Assistance Team Models: Sharing the Responsibility for Success was developed to provide educators with additional information and direction regarding this concept, as they continue to provide excellence throughout their educational programs.

This publication outlines the ways in which educators from seven Ohio school districts have implemented IATs in an effort to provide the best possible education for their students.

The assistance of school personnel who contributed their time and expertise to the development of this publication is greatly appreciated. Sincere thanks are extended to the School Study Council of Ohio and Department of Education staff members who worked to make this publication possible.

Sincerely,

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

Definition of IATs

Intervention assistance teams (IATs) are school-based problem-solving groups whose purpose is to assist teachers with intervention strategies for dealing with the learning needs and interests of pupils. Such groups seek creative ways to maximize the use of available resources.

An IAT addresses acknowledged instructional problems and enhances existing methods of operation within the school organization. All schools can benefit from implementing some form of intervention assistance team.

Building Principals' Attitude Toward IATs

School practitioners repeatedly report that the building principal plays a critical role in determining the extent to which IATs are successful in accomplishing intended outcomes. These findings correlate with reports that the principal's support is one of the most critical factors in determining whether or not IAT implementation is successful at the building level.

Ohio principals have found that IATs have the potential to

- Provide a structured method of addressing the needs of at-risk students when problem solutions are undefined;
- Provide for documented efforts to meet individual learner needs, thereby providing a measure of accountability that may be used to deter litigation and/or to provide supportive evidence should disagreements result in litigation;
- Respond to contemporary research findings, which suggest that students benefit academically when their teachers share ideas; cooperate in activities; and assist one another's intellectual growth (U.S. Department of Education, 1986);
- Address specific problems relating to high student retention or dropout rates, low student achievement, and teacher dissatisfaction and high turnover rate;
- Serve as an effective school-community relations tool by providing an opportunity to actively involve parents in the development and implementation of intervention strategies for addressing their child's specific needs, and by enabling the principal to acquire an in-depth knowledge about individual students, thereby facilitating a quick and informed response to unanticipated questions and concerns from parents and other community members;
- Serve as a viable alternative to more traditional forms of staff development;
- Respond to special education concerns, including effective mainstreaming of handicapped students into regular classes and reduced number of students inappropriately referred for special education services; and
- Promote the principal's role as instructional leader by allowing him or her to serve on the team, and in that capacity, to facilitate access to instructional resources, improve personal knowledge of curriculum and instructional strategies, and develop a longitudinal perspective of students' individual progress.

Purpose of Publication

This publication was developed to provide school administrators and faculty members with models for implementing effective IATs at the building level. The seven Ohio models presented herein can be adapted according to local needs and demographic considerations.

The names of the contact persons for each of the IAT models are included in the appendices of the publication. Additional information regarding the implementation of IATs can also be obtained by contacting the Ohio Department of Education, Division of Elementary and Secondary Education, at (614) 466-1298.

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INTERVENTION ASSISTANCE TEAM MODELS

Chesapeake Union Exempted Village Schools
West Elementary School
P.O. Box 358
Chesapeake, Ohio 45619
Contact Person: Bob Harris, principal
Phone: (614) 867-3448

Introduction and Background

West Elementary School, located in Lawrence County, is one of two elementary schools in the Chesapeake Union Exempted Village School District. The school serves 633 students in K-4. Principal Bob Harris was implementing intervention assistance teams long before the concept was popular. This method of intervention was introduced as a means of reducing the number of students being referred for special services. By using this approach, the number of overall referrals for special services and the number of inappropriate referrals were both reduced. After experiencing success with intervention assistance, the principal's efforts were noticed by Pilasco-Ross Special Education Regional Resource Center (SERRC) personnel. With the aid of the SERRC resources, a proposal was written that outlined the actual model used at West Elementary School. The proposal was written and submitted to the Ohio Department of Education for review. The West Elementary School principal and staff members were rewarded with further inservice regarding methods for local implementation of intervention assistance teams.

The Service-Delivery Model

The students served by the district's IAT are regular education students who have demonstrated academic and/or behavior problems. School officials report that learning problems are referred to the team 75 percent more frequently than behavior problems. At West Elementary School, the principal feels that it is most difficult to separate behavior problems from learning problems. Understandably, one type of problem, whether academic or behavioral, contributes significantly to the other type.

All IAT referrals are screened by the principal and the school psychologist. This screening process permits the principal to distinguish between referrals for multifactored evaluation and referrals to the IAT. This model operates under several assumptions: (1) the students with special education needs are properly served under the guidelines of special education; (2) the number of inappropriate referrals for multifactored evaluation are effectively reduced; and (3) the percentage of appropriate referrals for multifactored evaluation is increased by using the IAT process. This staff-support team model provides a period of observation by the classroom teacher, a principal-teacher conference, a preconference or assessment conference, the actual IAT meeting, and the follow-up meeting(s) as components of the service-delivery process (see Figure 1). A detailed discussion of these components follows.

The IAT process is initiated when a classroom teacher perceives that a student has a problem. The teacher's first job is to categorize the problem as either a learning problem or a behavior problem. After having identified the problem, the teacher attempts to resolve it in the traditional classroom setting. These documented attempts contain specific, detailed information regarding the trial interventions. If and when the teacher's efforts fail to improve or eliminate the problem, the teacher refers the problem to the principal who then schedules a principal-teacher conference. At this conference, the referring teacher presents documentation and other relevant data pertaining to the perceived problem. The identification, method of categorization, and specific attempts to resolve the problem are discussed.

With the assistance of the school psychologist, the principal assesses the problem, using the information submitted by the referring teacher. This task is accomplished through an assessment conference (i.e., preconference) held between the principal and the school psychologist, during which a decision is made to either initiate multifactored evaluation procedures or convene the IAT. If the principal requests a multifactored evaluation, it is conducted in accordance with the Ohio *Rules for the Education of Handicapped Children*. If the problem is instead referred to the IAT, the teacher is required to complete the formal IAT referral form and the principal schedules an IAT meeting.

The district's IAT referral form provides a concise statement of the problem (academic or behavioral) and the plan of action (see Figure 2). When completed, the referral form is distributed to all team members, each of whom has the responsibility of preparing educational strategies that may modify the student's behavior.

At West Elementary School, the IAT consists of a core team and a rotating grade-level team (GLT). The core team is comprised of the principal, who serves as team leader; the curriculum supervisor; the psychologist; medical personnel (the nurse, if the doctor is not available); the Chapter One reading teacher (on an as-needed basis); the Chapter One mathematics teacher (on an as-needed basis); the specific learning disabled teacher; and the developmentally handicapped teacher. The rotating GLT members include the referring teacher and all classroom teachers in a particular grade level. There are four district grade-level teams: Team 1 - all kindergarten and first-grade teachers, Team 2 - all second-grade teachers, Team 3 - all third-grade teachers, and Team 4 - all fourth-grade teachers. Staff members serve on the team as long as they are assigned to West Elementary School. Attendance of all members is practically guaranteed because the meeting is held during the teachers' regular school day and is part of their regular work assignment.

The meeting, which is structured to last for a period of not longer than thirty minutes, is formatted as follows:

1. Call to order
2. Restatement of the objective (May include a brief follow-up discussion of previous IAT meetings)
3. Open discussion of the problem
   a. Brainstorming encouraged
   b. Strategies suggested
   c. Tasks assigned
4. Adjournment

During the IAT monthly meeting, the psychologist is designated as note taker and is responsible for distributing copies of the recommended strategies to all members at the conclusion of the meeting. Since team members are responsible for reviewing the referral beforehand, a lengthy discussion of the problem is eliminated. Consequently, opening the discussion requires only a brief restatement of the objective by the referring teacher. With this level of preparedness, most of the thirty-minute session is focused on brainstorming and problem-solving activities. Just as lengthy discussions are not necessary for problem identification, neither are they necessary for scheduling the next meeting. Each GLT meets on either a Monday or Tuesday of a particular week of the month. For instance, the GLT for kindergarten and first grade meet on the third Monday of each month.

All team members receive copies of the suggested strategies from the psychologist after the meeting is adjourned. Before distribution, the psychologist consults with the SLD teacher and the DH teacher, who submit their recommendations along with those already documented by the psychologist during the IAT meeting. Their recommendations may include additional instructional strategies for consideration by the referring teacher. This procedure permits suggestions to be shared among all teachers in a particular grade level. When intervention is designed for one student, that intervention serves to benefit all students who have an identical or similar problem. According to Mr. Harris, by serving one student, as many as 12 teachers and 280 students could benefit from the service. During a single team meeting, core members hear strategies from all grade levels and are therefore in a unique position to share knowledge with members of other GLTs.

Characteristics of the IAT Leader

The principal, as team leader, can influence the success or failure of IATs by emphasizing the importance of the IAT concept and by establishing the appropriate tone and philosophy at IAT meetings. When the principal creates a collaborative, problem-solving atmosphere, IAT members are able to become full, contributing members of the teams. The principal can improve the effectiveness of the team by carefully screening all referrals, scheduling meetings at times that are convenient to all team members, and focusing the meeting on the task at hand. Team members should believe that the process is effective and practicable. Early in the process, the principal might accept referrals that have built-in success factors, wherein the "winner" concept is associated with the team's performance. This "winner" concept exerts a propelling effect on the group by demonstrating that working together can be more effective than working alone.

The principal at West Elementary School has been able to systematize the procedural aspects of the IAT meetings, facilitating team members' sense of ownership for problem resolution. More specifically, during the brainstorming sessions, the principal has been able to assign tasks that draw upon the skills and expertise of each team member. He is competent in verifying that these tasks have been implemented correctly. The principal enhances collaborative behavior on the part of team members by posing nonthreatening questions, by actively listening, and by restating and clarifying the responses of team members. Consequently, the principal conveys to each member that his or her contributions to the team are worthwhile and valued.

Intervention assistance teams have become an effective means for providing assistance to staff members when identifying effective strategies for dealing with learning and behavior problems. The team process provides active inservice for teachers at West Elementary School and increases the level of expertise of the entire staff. As a team leader, the principal's active and informed participation has the potential for improving principal-teacher professional and interpersonal relationships. In general, the IAT at West Elementary School has created greater cohesiveness and cooperation among school personnel.

Other Considerations

Administrators may be concerned that too much time is required for effective implementation of the IAT concept. It is possible, however, for the IATs to be implemented with available staff and meetings held during the regular school day. When the IAT is operationalized and supported by the principal, the team can use the skills of each member to help children with learning and/or behavior problems. With persistence and sensitivity for the needs of other team members, "success" in modifying inappropriate behavior and improving academic performance of students can become a rather regular occurrence.

Figure 1. West Elementary School IAT Flowchart

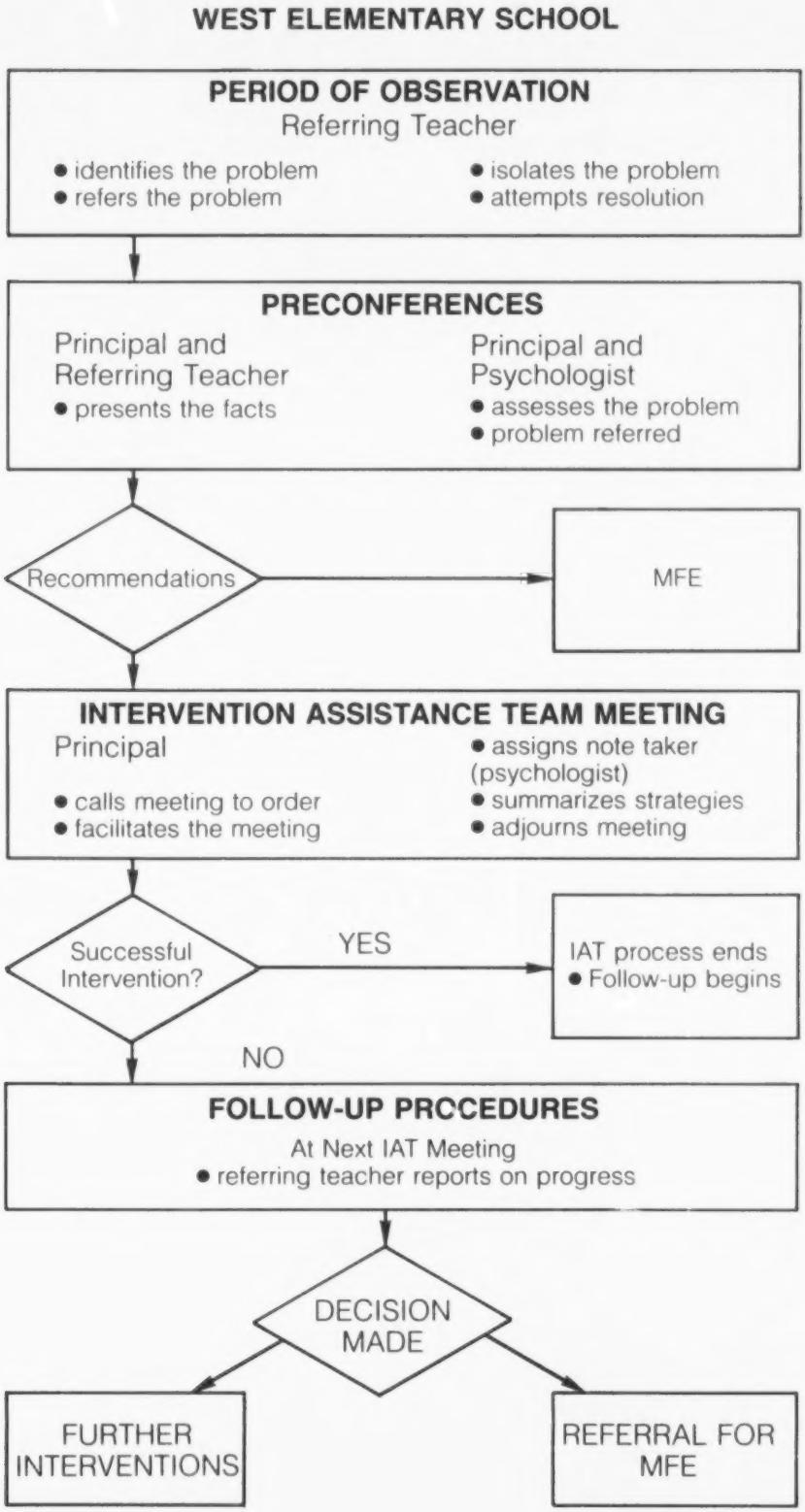

Figure 2. District Referral Form

WEST ELEMENTARY SCHOOL

Principal
Teacher

TEACHER REFERRAL TO
BUILDING-**L**EVEL **T**EAM

STUDENT _____ GRADE _____

REFERRING TEACHER _____ DATE _____

STATEMENT OF THE PROBLEM

ACADEMIC _____

_____

_____

_____

BEHAVIOR _____

_____

_____

_____

BRING THE FOLLOWING TO THE BLT MEETING: CUMULATIVE FOLDER, READING FOLDER, WORK SAMPLES

PLAN OF ACTION _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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East Holmes Local Schools
Holmes County
Berlin Elementary School
Box 310
Berlin, Ohio 44610
Contact Person: James Mast, principal
Phone: (216) 893-2817

Introduction and Background

Berlin Elementary School (Holmes County) is one of nine schools comprising the East Holmes Local School District. Berlin Elementary School serves 450 students and encompasses grade levels K through 6.

The intervention assistance team process was initiated by the county office as a result of the state competency-based education requirements. The county office held a one-day IAT workshop for county staff members and principals from the county's local school districts. After being instructed in the county IAT model, the principals were charged with the responsibility of developing a model for their respective buildings. To accomplish this task, each principal was required to meet with his or her building staff and a county staff member to develop an IAT model. James Mast, principal of Berlin Elementary School, met with his teaching staff and Mr. Lee Debnar, a county staff member, to develop the IAT model being used at Berlin Elementary School. This IAT model has been in operation at Berlin Elementary School for the past two years.

The Service-Delivery Model

The main purpose of the IAT process in Berlin Elementary School is to intervene on behalf of students. For the most part, IATs serve regular education students who have academic problems.

Referrals to the IAT are made by classroom teachers. The referring teacher meets with the principal to discuss the student's academic and/or behavioral problem and at the principal's request completes a request for consultation assistance form (see Figure 4). Core team members include the psychologist, the referring teacher, and the principal. Additional team members chosen by the principal and referring teacher include the guidance counselor, the special education teacher, and the reading curriculum teachers. Selection of additional IAT members is based on their prior experience with the student and their level of expertise in dealing with the particular problem in question.

All team members are responsible for carrying out certain tasks either before, during, or after the meeting. For instance, prior to the meeting, the psychologist reviews the student's files to gather relevant information regarding the problem to be discussed. The referring teacher is responsible for collecting documents to support his or her concern. The principal is responsible for scheduling the meeting, notifying team members, and disseminating referral information to all team members for their review prior to the meeting.

All team members are expected to discuss the problem during the meeting and provide specific suggestions for addressing that problem. The school psychologist serves as a recorder, and the principal chairs the meeting. The principal is responsible for facilitating the meeting, helping members work through disagreements, and summarizing and closing the meeting.

The referring teacher has primary responsibility for monitoring the implementation of the decisions made during the IAT meeting.

IAT meetings are scheduled on an as-needed basis. The team meets for thirty minutes, from 8:15 a.m. to 8:45 a.m., and discusses one student per meeting. Steps followed during the IAT meeting typically include the following:

1. Defining the problem
2. Brainstorming strategies
3. Selecting strategies
4. Summarizing outcomes
5. Assigning responsibilities
6. Setting time lines for the follow-up meeting

The first fifteen minutes are spent in clearly defining the problem. At this time, the referring teacher explains the reason for referral, while other members provide additional information about the student's problem or ask for further clarification of the problem. Brainstorming suggestions, reaching consensus on helpful strategies, summarizing decisions, and assigning specific responsibilities comprise the last 15 minutes of the meeting.

Tentative dates for the follow-up meeting are usually identified before the initial meeting is adjourned. Follow-up meetings usually occur two weeks to one month after the initial meeting, depending on the individual needs of the child. During the follow-up meeting, IAT members evaluate the effectiveness of the attempted intervention(s) and decide whether to implement new strategies, initiate referral for multifactored evaluation, or close the case.

Characteristics of the IAT Leader

The success of an IAT meeting directly correlates with the abilities and personality of its leader. The IAT leader should possess certain attributes and strong collaborative consultation skills to conduct an effective and efficient meeting. According to Mr. Mast, the leader should be able to coordinate and facilitate the meeting. That is, the leader should ensure that (1) the appropriate people are invited to the meeting; (2) the necessary information is brought to the meeting; and (3) the members have the opportunity to contribute and be heard. In addition, the leader should be able to resolve conflicts among members and should avoid developing preconceived solutions to the problem being discussed.

Other Considerations

The benefits of the IAT process are many. Mr. Mast has found the IAT process to be helpful in (1) improving teachers' morale; (2) providing teachers with intervention strategies to help students who do not meet the state minimum competency-based education requirements; (3) helping students improve their academic performance; (4) encouraging collaboration among teachers; and (5) improving the accountability of the educational system.

Consideration must also be given to certain factors that are essential to the success of the IAT process. One important factor identified by Mr. Mast is the principal's level of commitment to the process. Mr. Mast pointed out that the principal must understand and accept the IAT concept if successful IATs are to be developed. Two other factors identified by Mr. Mast were (1) effective communication of the IAT process to the teaching staff, and (2) the principal's willingness to work with staff members in implementing IATs.

Figure 3. Berlin Elementary School IAT Flowchart

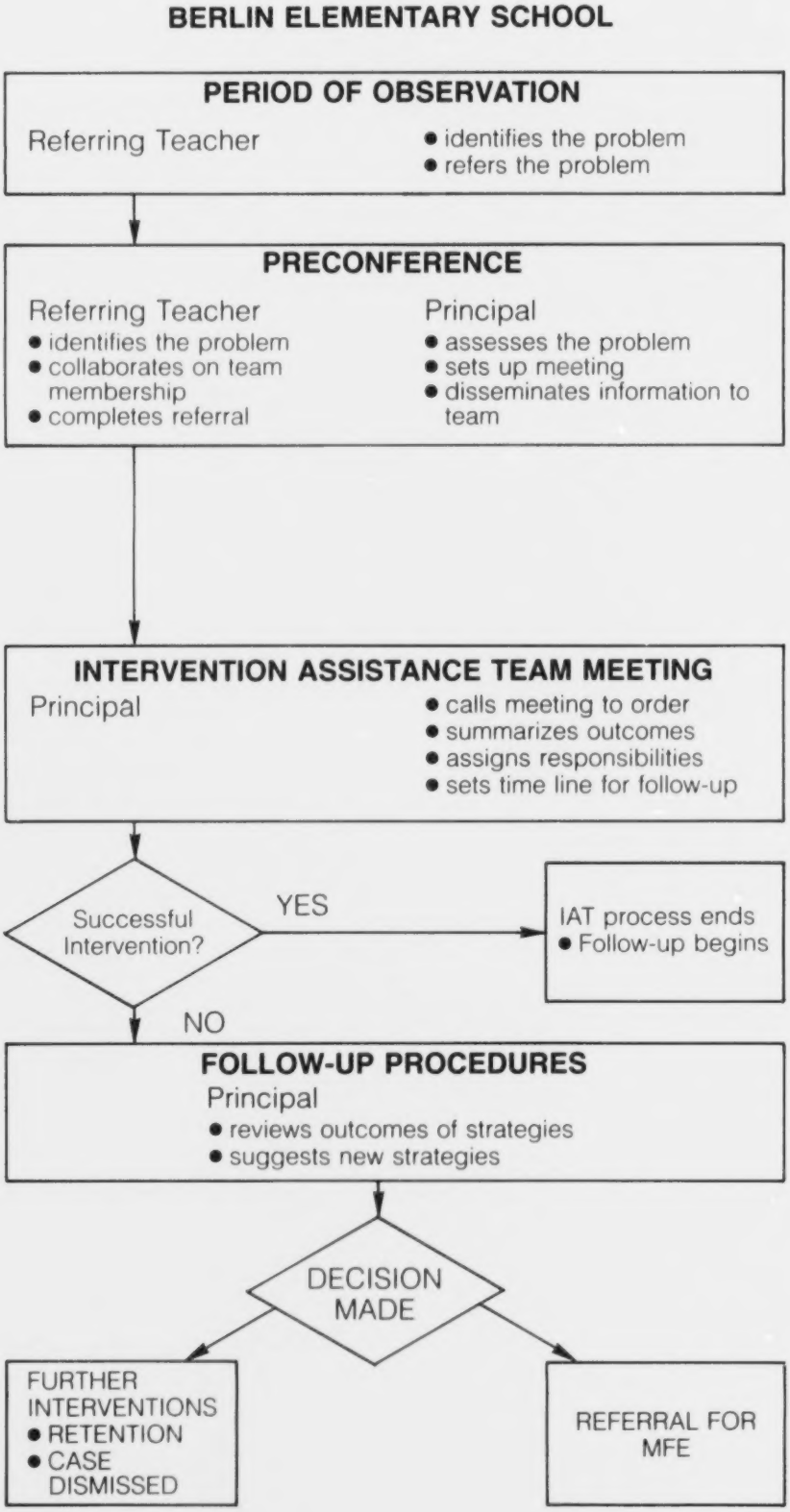

Figure 4. District Request for Consultation/Assistance Form

BERLIN ELEMENTARY SCHOOL
REQUEST FOR CONSULTATION/ASSISTANCE

To: Date:
From:

I. IDENTIFICATION INFORMATION

Student's Name: Sex: Birth date:
Building: Grade: Teacher:
Parent/Guardian:
Address: Phone:

II. REASON(S) FOR CONSULTATION/ASSISTANCE

A. Circle area(s) of concern:

1. Vision
2. Hearing
3. Speech
4. Language
5. Poor Achievement: Reading
6. Poor Achievement: Arithmetic
7. Poor Achievement: Language Arts
8. Poor Achievement: Other _____
9. Other Concerns: _____
10. Physical/Motor
11. Adjustment to Peers
12. Adjustment to Authority Figures
13. Emotional Problems
14. Study and Work Habits
15. Poor Attendance

B. On a separate sheet of paper provide (a) specific information regarding each area circled above; and (b) strategies and/or interventions attempted to resolve child's problem.

III. CONFERENCE AND STAFFING SCHEDULE (COMPLETED BY RECEIVER OF REQUEST)

Check and notify participants for a consultation conference to be held on _____
Date

Participants (√)	Notified (√)	
( )	( )	Principal/Special Education Coordinator
( )	( )	Speech and Language Pathologist
( )	( )	Psychologist
( )	( )	Child's Teacher
( )	( )	Counselor
( )	( )	Supervisor
( )	( )	Other _____
( )	( )	Other _____
( )	( )	Other _____

ECO 7/82 DRF-5

IV. SUMMARY OF CONSULTATION (COMPLETED BY CONFERENCE PARTICIPANTS)

A. Problems observed and/or identified:

B. Recommendations:

V. DISPOSITION OF REQUEST (COMPLETED BY RECEIVER OF REQUEST)

A _____ It has been determined that the child can be accommodated in the regular education program.

B _____ Attempts to maintain the child in the regular classroom have been unsuccessful and/or the nature of the child's problem is such that the child is being referred for multi-factored evaluation because of a suspected handicap in the area of

_____

_____

C _____ The child is not suspected of being handicapped; however, additional evaluation is recommended for the following reason(s) (i.e., early entrance, retention, gifted, etc.)

Specify _____

_____

Signature Title

Date_____

RETAIN IN STUDENT'S FILE

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Graham Local Schools
Champaign County
Graham North Elementary School
Box 111
Rosewood, Ohio 43070
Contact Person: Glenn Lewis, principal
Phone: (513) 362-2161

Introduction and Background

Graham North Elementary School (Champaign County) is one of three elementary schools in the Graham Local School District. The school includes grade levels K-4 and has a student population of 417 students. The principal at Graham North is Glenn Lewis.

Intervention assistance teams have developed out of a growing concern for the overwhelming number of students who were referred for a multifactored evaluation (MFE). Many of these students were found to be ineligible for special education services, and the regular classroom teacher was left with the frustrating job of addressing the child's problem alone. The district's willingness to support staff members in their efforts to find solutions to students' learning and behavior problems resulted in the development of IATs.

Prior to the development of IATs, the school psychologist met with the referring teacher and the principal to screen all psychoeducational referrals. The ultimate purpose of this conference was to review all available data in order to make a determination regarding the appropriateness of the referral for multifactored evaluation. Interventions were developed as a result of these meetings, which served a key function in reducing teachers' frustration and providing effective strategies for modifying students' learning and behavior problems. As these conferences became more formalized, so did the district's team approach to solving students' behavior and learning problems. These team meetings, originally called "staffings," have become a more formalized IAT.

Formal endorsement of IATs by the superintendent has not been sought. However, the concept of intervention is a part of Graham Local's policy, in that each of the three elementary schools is attempting some form of intervention that has been acknowledged by the central office administration. The success of the IAT at Graham North can be directly linked to the high visibility and active participation of the principal, whose efforts are respected by his faculty. This attitude of concern is evident throughout the entire staff. Parents are made aware of IATs because at least one intervention strategy for each target child is specifically designed for the parent to implement at home.

Staff members at Graham North realize that teacher education programs have not provided them with the skills necessary to deal effectively with all learning and behavior problems. They now believe that IATs are one resource for providing staff support in modifying problems related to learning and behavior.

The Service-Delivery Model

There are two types of IAT membership: core team membership and auxiliary team membership. Personnel serving as team members include the principal, the curriculum supervisor, the school psychologist, the DH teacher, the SLD teacher, the referring teacher, the Chapter One reading teacher, and other teachers who voluntarily contribute to the team process. All team members are considered core members, with the exception of the referring teacher, the Chapter One reading teacher, and additional auxiliary members from the county office, such as curriculum specialists and supervisors, the gifted coordinator, speech and hearing

therapists, and medical personnel. All members are expected to have a sharing attitude that is supportive of the team process.

Referrals to the team are initiated most often by the classroom teacher. Referrals may also be initiated by auxiliary personnel and the principal. Once a referral has been made, staff support is provided through a principal/teacher preconference, a principal/teacher assessment conference, the IAT meeting, and the required follow-up procedures.

At the principal/teacher preconference, the referring teacher identifies the problem and presents samples of the child's work. The principal assesses the problem, schedules a classroom observation, meets with the student, completes the required forms, and proceeds with data collection. Data collection consists of gathering information about the child's personal as well as educational history (including past and present grades, attendance records), and completing a learning styles profile. A learning styles profile is completed by using "Learning Styles Inventory" (LSI) and Apple's Human Edge software packages "Mind Prober, Jr." and "Mind over Minors." This provides the principal with an indication of the unique learning style of the student. This information is viewed by the team as helpful in identifying strategies that will be effective in working with a particular student. After all data are collected, a principal/teacher assessment conference is held, during which time the principal and referring teacher determine the severity of the problem and make a joint recommendation for either multifactored evaluation or IAT. If a referral to the IAT is deemed appropriate, the principal distributes relevant information to team members three days to a week before the scheduled meeting date (see Figure 8). Multifactored evaluation procedures, when initiated, are carried out in accordance with the Ohio *Rules for the Education of Handicapped Children*. The principal, rather than the referring teacher, completes the IAT forms.

Team members are required to review all information prior to the meeting. Likewise, during the meeting, they are expected to be active listeners, thinkers, and problem solvers. Team members are expected to be skilled in using descriptive language to identify the problem clearly. Following the meeting, team members provide assistance and support to their colleagues and complete their assigned tasks.

The IAT meetings are held on Thursdays at 3:45 P.M. in the school cafeteria. A chalkboard is made available for listing suggested strategies. The principal also uses a timer to keep track of time and to facilitate on-task behavior. He does not use timers that tick because they seem to increase the frustration level of team members while negotiating strategies.

The meeting, which is called to order by the principal, is prefaced by a five-minute review of the IAT record sheet (see Figure 7). This record sheet lists all students presently served by the IAT along with the status of previously attempted interventions. Following this update, the immediate task under consideration is addressed. The principal, who serves as recorder and team leader, first restates the problem and clarifies the team's objectives. Once the objectives have been restated, the team members brainstorm suggestions, which are then listed on the chalkboard by the principal. As previously stated, at least one strategy is designed for the parent to implement at home. After all possible strategies are identified by the group, team members decide which strategies are likely to be most effective in addressing the problem. After specific assignments are made, the meeting is adjourned.

Three weeks is the maximum time allotted for the agreed upon intervention(s) to be implemented and their effectiveness or ineffectiveness to be documented. Follow-up may include a principal/student conference and/or a formal or informal principal/teacher conference, during which minor adjustments are made to the original suggestions. No one student has been discussed by the team more than four times.

Characteristics of the IAT Leader

The principal has responsibility for operationalizing the building IAT. Monitoring team functioning is ongoing in that the principal is responsible for chairing the meetings, gathering and disseminating all information, serving as recorder, and ensuring

follow-up. He has been able to train, prepare, and acclimate his staff regarding the purpose for and advantages of IATs. The principal shares his acquired knowledge with staff members by actively participating in the process. He has relieved his faculty members of the perceived "paperchase" by taking ownership of this task. Teachers are free to use class time to pursue meaningful alternatives that improve the quality of education for all students.

Other Considerations

IATs, as a means of providing staff support, have improved teacher morale and student performance. Through team participation, staff members have acquired more effective communication skills and as a result are more willing to share ideas and attempt new teaching strategies.

Mr. Lewis encourages all principals interested in developing an IAT to observe the process in action. Further, he believes that building administrators should, if possible, become involved in a mentorship program that will allow them to acquire the skills needed to implement and lead an IAT. Above all, principals and other administrators should be inserviced so that they understand the ultimate goal of an IAT—to address the needs of children.

A principal will discover that IATs can be effective if he or she permits the sharing of ideas. With support from the superintendent, parents, and the community, along with a commitment from the staff, responsibility for providing an appropriate educational program for all students can be truly shared.

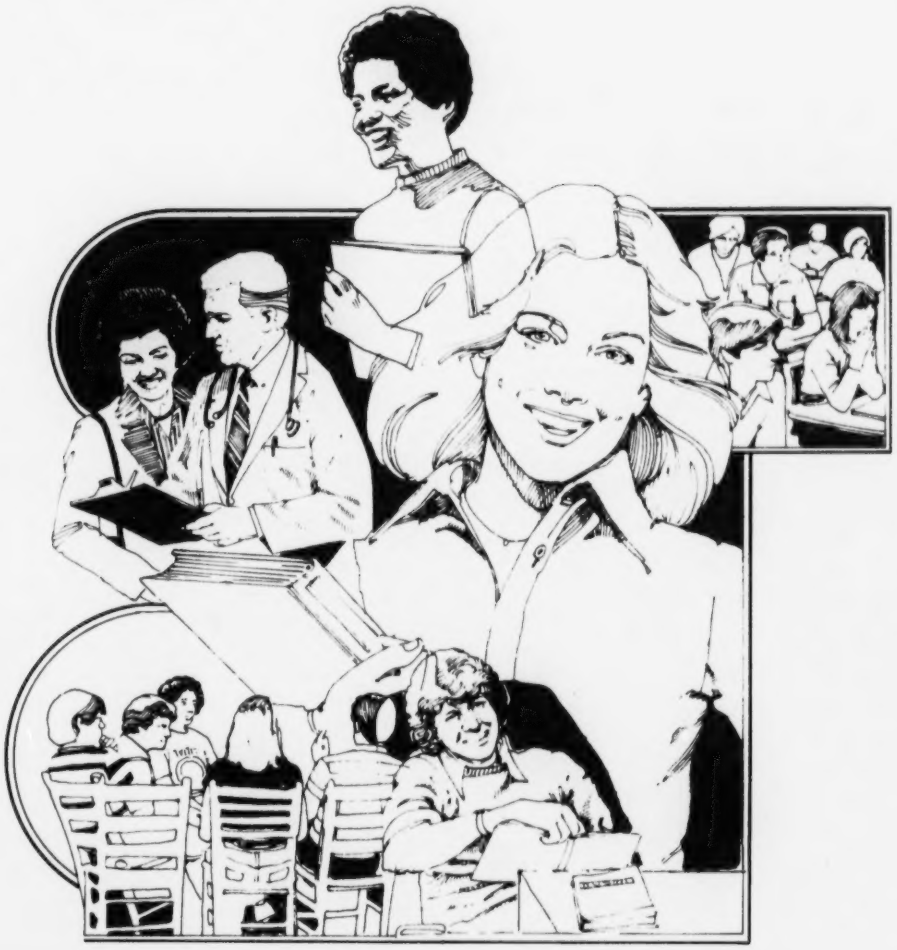

Figure 5. Graham North Elementary School IAT Flowchart

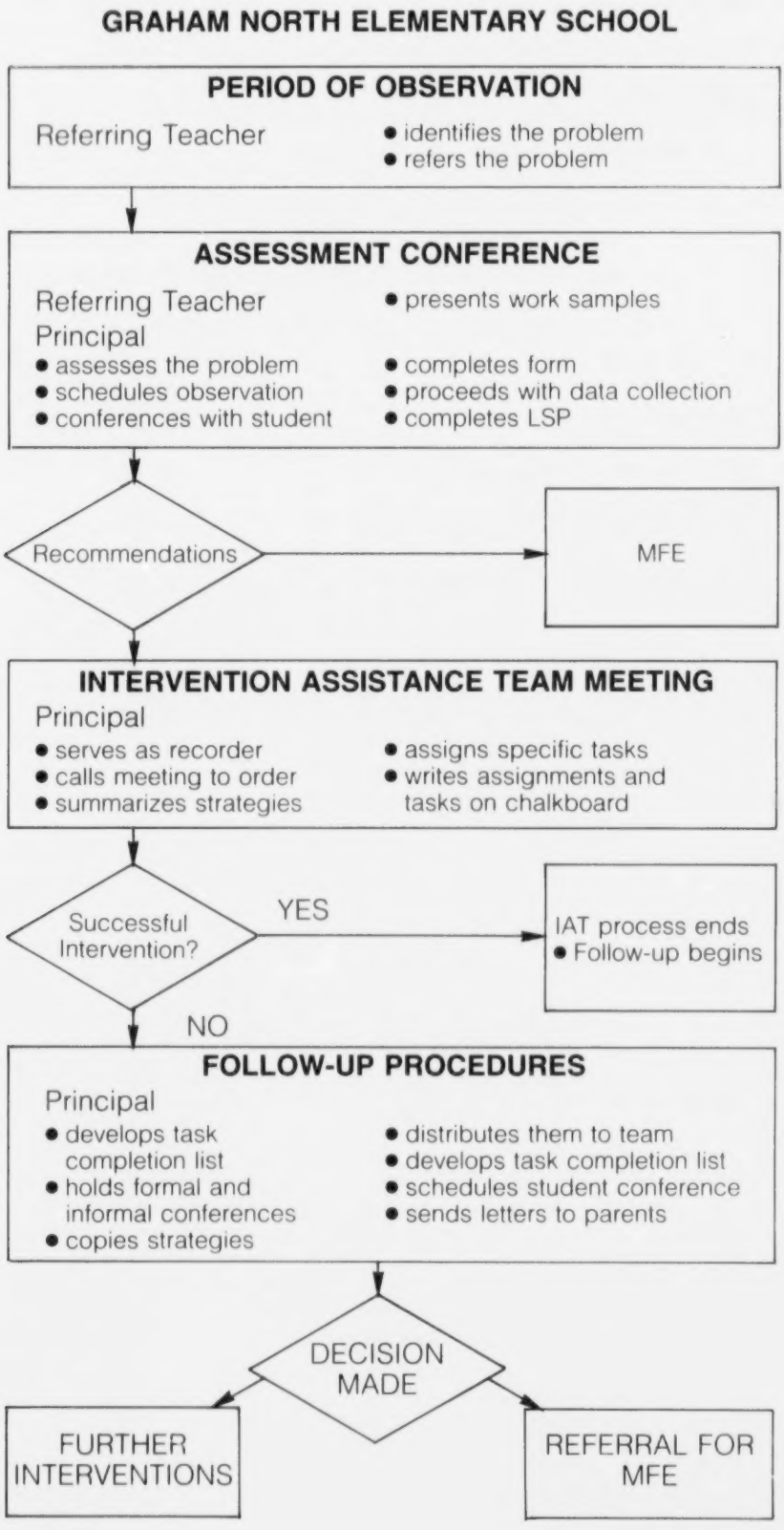

Figure 6. District IAT Referral Form

GRAHAM NORTH IAT FORM

Name: Birthdate:
Address: Phone:
Parents: Grade:
Employment:
Father Phone:
Mother Phone:

Siblings:
Health Problems:
Has the child been retained?
Has the child received psychological evaluation?

IQ:

Does the child receive speech?

Does the child receive Chapter I Reading?

Estimate of learning ability __ Low __ Average __ Above Average

Learning difficulties are apparent in
__ Word recognition
__ Oral Expression
__ Spelling
__ Math Reasoning
__ Reading Comprehension
__ Written Composition
__ Math Calculation

Vision check: Normal (Date _____)
Hearing check: Normal (Date _____)

Learning Styles Inventory: See the attached sheet

Grades:

	Last yr.	1st	2nd	3rd	4th
Reading					
English					
Science					
Soc. St.					
Writing					
P.E.					
Music					
Soc. Dev.					
Per. Dev.					
PPO's					
Present					
Absent					

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Figure 7. District Intervention Assistance Record Form

GRAHAM NORTH ELEMENTARY SCHOOL
INTERVENTION ASSISTANCE RECORD

Student's Name _____ Date _____

DATE	INTERVENTION	RESPONSIBLE PERSON	RESULTS

Figure 8. District Learning Style Inventory Form

GRAHAM NORTH ELEMENTARY SCHOOL
STUDENT PROFILE: LEARNING STYLE INVENTORY: PRIMARY

Name _____ Grade _____ Teacher _____ Date: _____

SOUND

Not Acceptable	1	1	1	1	1	/5
Acceptable	2	2	2	2	2	/5
RESPONSE						

LIGHT

Low	1	1	1	1	1	/5
Bright	2	2	2	2	2	/5
RESPONSE						

TEMPERATURE

Cold	1	1	1	1	1	/5
Warm	2	2	2	2	2	/5
RESPONSE						

DESIGN

Formal	1	1	1	1	1	/5
Informal	2	2	2	2	2	/5
RESPONSE						

INTAKE

Does Not Require	1	1	1	1	1	/5
Requires	2	2	2	2	2	/5
RESPONSE						

STRUCTURE

Needs	1	1	1	1	1	/5
Needs Little	2	2	2	2	2	/5
RESPONSE						

SOCIOLOGICAL

Alone	1	1			1	1	1	/5
Adult		2	2	2	2		2	/5
Peers	3		3	3		3	3	/5
RESPONSE								

TIME

Morning	1		1	1	1	/5
Afternoon	2	2		2	2	/5
Evening		3	3	3	3	/5
RESPONSE						

RESPONSIBILITY AND PERSISTENCE

Is Not	1	1	1	1	1	/5
Is	2	2	2	2	2	/5
RESPONSE						

MOBILITY

Does Not Require	1	1	1	1	1	/5
Requires	2	2	2	2	2	/5
RESPONSE						

MOTIVATION

Teacher		1			1		1	/3
Adult			2	2			2	/3
Self	3					3	3	/3
Unmotivated	4	4	4	4	4	4	4	/7
RESPONSE								

PERCEPTION

Tactual		1			1		1	1	1	/5
Auditory	2			2	2	2			2	/5
Visual	3	3	3	3					3	/5
Kinesthetic			4			4	4	4	4	/5
RESPONSE										

Jackson-Milton Local Schools
Mahoning County
Jackson-Milton Middle School
14110 Mahoning Avenue Ext.
North Jackson, Ohio 44451
Contact Person: Jim Infante, principal
Phone: (216) 538-2257

Introduction and Background

Jackson-Milton Middle School, one of Mahoning County's 49 schools, serves 404 students in grade levels 5-8 with 29 teachers. The building houses special education classrooms for students with severe behavior handicaps, specific learning disabilities, and developmental handicaps.

The original intervention assistance team model for Mahoning County Schools was developed by Larry Truzzie, director of pupil personnel/curriculum services at the county office. This model was adopted by all local schools within the county.

The Service-Delivery Model

The primary purpose of the IAT, as used in Mahoning County, is to serve regular education students who have academic and behavioral problems. The IAT referral is not a prerequisite for a multifactored evaluation for special education. To the contrary, an IAT referral is quite different from a referral for multifactored evaluation. If deemed necessary, the principal has the authority to waive the IAT process and initiate a multifactored evaluation. The purpose of the IAT is to assist students who do not meet competency-based education requirements by providing (1) documentation of attempts to intervene; and (2) identified strategies for program modification.

The referral is usually initiated by the classroom teacher, although IAT referrals may also be initiated by the principal. A referral form is completed by the referring teacher prior to the initial meeting. This referral includes information about the target student's academic performance, social and behavioral characteristics, physical characteristics, achievement scores, and other pertinent data. This initial referral is submitted to the guidance counselor, who schedules an "up-front conference." Contact is made with the county office to arrange for a content supervisor and school psychologist to attend the up-front conference. Prior to each meeting, the principal will review the case with the guidance counselor and classroom (referring) teacher individually.

The core members of the IAT include the principal, county supervisor, guidance counselor, referring teacher, and county school psychologist. The special education teacher may be included at a later time, particularly if the student is referred for multifactored evaluation. Each team member has specific responsibilities during the IAT meeting. These responsibilities are identified as follows:

Principal:	Chairs all IAT meetings and chairs the follow-up meetings, keeps group "on task," appoints a recorder, resolves conflicts among group participants
Guidance Counselor:	Usually serves as the recorder
Referring Teacher:	Provides information about student's present level of performance and specific difficulties

The county school psychologist and special education teacher also provide information regarding the target student and make suggestions regarding intervention strategies.

All IAT members are expected to come to the meeting prepared to discuss the student's

problem and to provide suggestions for interventions to the referring teacher. A typical IAT meeting includes the following:

1. Introduction
2. Problem statement
3. Individual reports regarding the student's problem
4. Consensus regarding modifications
5. Schedule of follow-up meeting(s)

The referring teacher has from two weeks to one month to implement team recommendations. Implementation of recommendations is reviewed during the follow-up meeting. If IAT decisions do not yield desired results, the team may recommend modifications or refer the student for multifactored evaluation. In this model, parents are not involved in meetings, but are informed of the outcome. Occasionally, the target student will be involved.

IAT meetings are held on an as-needed basis. The group usually meets for at least 30 minutes, and only one student is discussed during each meeting. Meetings, which are usually scheduled during the school day, are coordinated with the county office to ensure participation of the auxiliary staff.

The referring teacher must monitor student progress, which is discussed during the second or follow-up conference. Each team member's responsibility for implementing IAT recommendations is discussed at this time. This self-monitoring process appears to be very effective.

Characteristics of the IAT Leader

The effectiveness of the IAT will depend upon several factors; however, the IAT leader plays a major role in ensuring effective outcomes. In many instances, the principal serves as IAT leader. In this role, the leader must be able to communicate a firm commitment to the IAT process and to inspire similar commitment from the staff.

In regard to personal qualities and skills, several specific characteristics have been observed. In Mr. Infante's opinion, the IAT leader should be able to do the following:

- Initiate appropriate planning by ensuring that all team members are aware of and understand their role and responsibilities as team members;
- Exhibit proper management by displaying leadership and organization during the IAT process (e.g., assigning a recorder, keeping group on task); and
- Demonstrate communication skills and apply skills in collaborative behavior by showing compassion for teachers and resolving conflicts among staff members.

Other Considerations

Utilizing the IAT process for students with learning and behavior problems has many advantages. When used to assist students who do not meet competency-based education requirements, IATs provide documentation of the school's attempts to intervene, as well as a record of strategies used to modify the individual's program. The group process facilitates teacher cooperation and collaboration both formally, through meetings, and informally, as a result of team participation. Therefore, students are better served.

The tangible benefits resulting from the successful implementation of the IAT process include active team participation, flexibility of staff, and an increase in open communication. The group/team process facilitates teacher acquisition of new teaching methods, techniques, and skills through the implementation of team recommendations. Further, IATs provide a mechanism for establishing a data base of effective intervention strategies that can routinely be shared with the total staff.

At least one procedural element has proven to be an obstacle in this district. The need to involve auxiliary staff coupled with the difficulty in scheduling their participation in a timely manner posed some problems. This situation may or may not be a major obstacle; however, it can introduce problems for smaller districts where such staff is shared.

Figure 9. Jackson-Milton Middle School IAT Flowchart

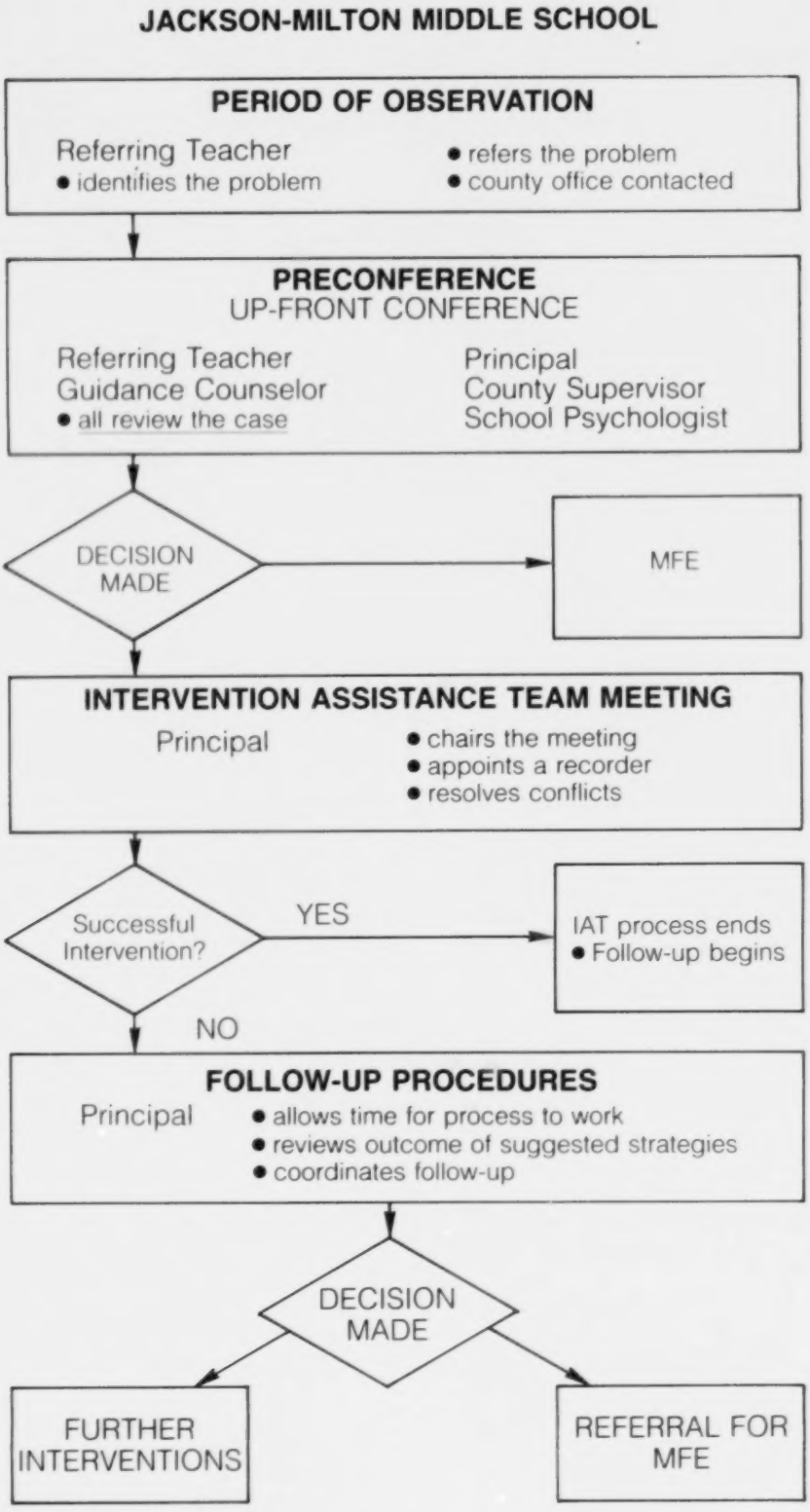

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Figure 10. District IAT Referral Form

MAHONING COUNTY SCHOOLS
STUDENT INFORMATION SHEET

SE-1a

Name _____ Birthdate _____ Sex _____

Building _____ Grade _____ Teacher/s _____ Room No. _____

Parent Name _____ Address _____ Phone _____ Siblings _____

Describe the student's learning and/or behavioral difficulties: (How long have they existed, etc.)

ACADEMIC CHARACTERISTICS

In which academic areas is the student making satisfactory progress?

In which academic areas is the student making little or no progress, and does he/she appear to try to achieve in these areas?

Do achievement test scores coincide with classroom achievement? If discrepancies exist, which skill areas are involved?

Present classroom achievement levels: _____ reading, _____ math, _____ English,

_____ social studies, _____ science, _____ others: (Please specify)

Has the student been retained? If so, at what grade/s?

SOCIAL AND BEHAVIOR CHARACTERISTICS

Describe the student's classroom behavior.

What, if any, disciplinary action has been necessary?

What progress is he/she making socially?

Describe the student's relationship with others in the classroom, at recess, in the lunchroom, etc.

Describe his/her dominant personality characteristics.

PHYSICAL CHARACTERISTICS

Describe any particular health problems or physical characteristics which may be contributing factors.

How many days has he/she been absent this year? _____ What was the usual reason presented?

Describe his/her large-motor skills. (sports, gym, etc.)

Describe his/her fine-motor skills. (drawing, writing)

Considering all facets of development, what are the student's individual strengths?

In what aspects does he/she do well in comparison with other students?

Is the student currently receiving any special services? (speech, remedial reading, peer tutoring, etc.)

Has this student previously been evaluated by the school?_____
Date

By an agency? _____ Name of Agency _____

What is the best time and day of the week for you to participate in a conference?

1st choice _____ 2nd choice _____ 3rd choice _____
Day Time Day Time Day Time

Please bring typical student work samples to the conference.

K-4

METROPOLITAN READINESS TEST Level I P Date _____

Auditory Memory	Rhyming	Letter Recognition	Visual Matching	School Language & Listening	Quantitative Language
L A H	L A H	L A H	L A H	L A H	L A H
		Percentile Rank			

METROPOLITAN READINESS TEST Level II P Date _____

Beginning Consonants	Sound-Letter Correspondence	Visual Matching	Finding Patterns	School Language	Listening
Poss. 13 R. S.___	Poss. 16 R. S.___	Poss. 10 R. S.___	Poss. 16 R. S.___	Poss. 9 R. S.___	Poss. 9 R. S.___
Quantitative Concepts (9) Raw Score___ Quantitative Operations (15) Raw Score___				Percentile Rank___ Pre Reading	

SRA-PRIMARY MENTAL ABILITIES Date _____

	Verbal Meaning	Perceptual Speed	Number Facility	Spatial Relations	Total Score
MA Scores					
Quotient Scores					

OTIS LENNON MENTAL ABILITY TEST Date _____

	BY AGE		BY GRADE		
DIQ	%ile Rank	Stanine	Mental Age Equivalent YRS. MOS.	%ile Rank	Stanine

OTHER

K-8

Title of Reading Basal _____

Level _____

GATES-MACGINITIE Date _____

VOCABULARY	COMPREHENSION	COMPOSITE

5-8

OTIS LENNON MENTAL ABILITY TEST Date _____

DIQ	%ILE RANK	STANINE	MENTAL AGE EQUIVALENT YRS. MOS.	%ILE RANK	STANINE

LORGE-THORNDIKE INTELLIGENCE TEST Date _____

CA	V	NV	AVERAGE

DIFFERENTIAL APTITUDE TEST Date _____

	Verbal Reasoning	Numerical Ability	VR & NA
R.S.			
P.			

OTHER

SUPPLY THE MOST RECENT SCORES AVAILABLE

CIMS Date_____

Date	Initial Inv Level	Current Inv Level

IOWA TEST OF BASIC SKILLS Date_____

	V	P	L	WS	M	C
GE						
%						

_____ TEACHER

_____ PRINCIPAL

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Figure 11. District Case Conference Record Form

SE-12

MAHONING COUNTY SCHOOLS
CASE CONFERENCE RECORD

Requested by:

Participants:

Date:

Areas of Discussion

Outcomes:

_____

Parent/Guardian Date

_____

School Representative Date

File a copy of this form in the child's due process folder.
7-82

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INTERVENTION ASSISTANCE TEAM MODELS

Lake Local Schools
Wood County
Walbridge Elementary School
East Union Street
Walbridge, Ohio 43465
Contact Person: Margaret West, principal
Phone: (419) 666-3053

Introduction and Background

Walbridge Elementary School (Wood County) includes grade levels K-4 and serves 245 students within the Lake Local School District. Margaret West, the principal, was motivated to implement IATs by a need to improve teacher-student interaction. After attending a workshop regarding legal concerns, conducted by Thomas Koval of Temple University, the principal presented the concept of intervention assistance at her regular staff meeting. The collaborative efforts of faculty and staff, through trial and error, have been critical in the development of the building IAT model. This principal's dynamic and outgoing personality, coupled with a genuine concern for the staff's desire to help children, has fostered faculty support for and ownership of this successful program.

Parents of target students are involved in IATs. Intervention assistance, now a building-level activity, has developed into an accepted, valued, and cherished resource that supports teachers as they work to improve student performance. Their positive attitude toward IATs is evidenced throughout the school and the local community.

The Service-Delivery Model

Although the team's immediate area of concern may change, depending upon the specific needs of the individual child, some team processes remain constant, changing only as a matter of emphasis. For new teams, there is a duality of purpose. The first involves the development of collaboration among staff members. At this level, the team begins to accept roles, clarify functions, and follow procedures. The second purpose affects actual team member functioning. At this level, teams are more mature and team members begin to focus more on providing specific solutions to specific problems related to the academic and social needs of students.

Students most frequently served by this IAT model are regular education students. Students are referred to the team because of problems in (1) academics only; (2) social-emotional adjustment; or (3) a combination of academic and social performance. Children with academic problems alone constitute about 15 percent of the caseload, whereas those with social-emotional problems comprise about five percent of the caseload. A combination of academic and social problems is the reason for referral about 80 percent of the time (see Figure 10). Intervention assistance often involves helping students meet the minimum competency-based education requirements and, of course, master appropriate pupil performance objectives (PPOs). This district's model permits students suspected of needing special education services to be served while a multifactored evaluation is conducted.

The service-delivery components of this model consist of a period of observation, a preconference (principal and the referring teacher), the initial IAT meeting, and the follow-up IAT meetings. Staff support for intervention begins when the referring teacher identifies a specific learning or behavior problem and completes a referral form (see Figure 11) requesting intervention assistance. The referral form provides information about the child's problem and indicates the date and time of the meeting, which each member must verify as acceptable. In the event of a conflict, the meeting is rescheduled for a time that is satisfactory to all team members. If the teacher is not confident in identifying and describing the problem, a consultation session may be

held with the principal to describe specifically the problem that will be brought before the team.

After the referral form has been completed, there is a preconference involving the principal and the teacher. During this preconference, the referral is checked for clarity, language appropriateness, and problem specificity. The principal and referring teacher also collaborate on the composition of the team while setting the date and time of the IAT problem-solving meeting. The principal then arranges to have the school psychologist's schedule cleared for the agreed-upon meeting time. At the conclusion of the preconference, the referring teacher is responsible for disseminating the completed referral forms to the designated team members. Team participants are expected to complete satisfactorily any assignments that are made at this time.

The referral forms are delivered to the core team for the initial IAT problem-solving session. The core team consists of the principal, the school psychologist, and the SLD teacher. A consulting teacher may be asked to join the initial IAT meeting for various reasons: the consulting teacher may act as a resource person for the team, depending upon his/her areas of expertise; the consulting teacher may be a teacher who can corroborate the referring teacher's findings; or the consulting teacher may be unfamiliar with the IAT concept and in need of reassurance regarding the validity of the process.

During the follow-up meeting, the team may be expanded to include other participants, such as a speech therapist, nurse, doctor, Chapter One reading teacher, law enforcement officials, parents, and relatives. If the target child's involvement is essential to resolve the problem, the child is included in the process at some point.

The IAT meetings are typically scheduled in the principal's office. A maximum of 20 minutes per child is preset with a timer. The principal feels that this is ample time to discuss problem-solving strategies if all members are goal-directed and task-oriented. As many as four consecutive meetings (one child per meeting) may be scheduled. Only one child is discussed during each meeting. Each meeting is structured as follows:

1. Call to order
2. Restatement of objectives
3. Open discussion of the problem
   a. Brainstorming alternatives
   b. Suggesting strategies
4. Strategies summarized by the principal
   a. Specific tasks assigned by principal
   b. Follow-up meeting scheduled
      (1) Additional information may be required
      (2) Additional people may be summoned
5. Meeting adjourned

Conducting meetings in the principal's office provides easy access to student records, the phone, and the directory. The principal serves a dual function as team leader and team recorder. This principal chooses to assume both roles because she says, "I'm good at it." The referral form, having been distributed beforehand, provides team members with background information so that members come prepared to discuss solutions rather than problems. In other words, the largest portion of the agenda is reserved for problem solving rather than problem identification. The referring teacher leaves the meeting with specific strategies that can be implemented in the classroom for a specific learning and/or behavior problem. As a consequence, the referring teacher also leaves with a feeling that colleagues have joined in support of efforts to find satisfactory solutions to students' learning and behavior problems. Fostering this supportive atmosphere is an important role of the principal.

Characteristics of the IAT Leader

The principal has instituted procedures that permit collaboration among team members for the purpose of resolving learning and behavior problems. Within the structure of this model, the principal has encouraged staff members to be clear and succinct. This precise documentation of the problem enables team members to communicate their concerns using descriptive language. This level of specificity helps team members remain task-oriented and goal-directed, discourages rambling statements, and permits complaints to be restated as objectives.

The success of this model is based, in part, on team members' receptiveness to

instructional approaches that may be novel to them. The principal accepts responsibility for creating and maintaining this organization by taking concise minutes during meetings and by mandating follow-up. She demonstrates the ability to listen effectively—the key to effective team management, according to this principal.

The principal ensures the effectiveness of the team by insisting that team members become effective problem solvers. This effectiveness has been developed as a result of the principal's efforts in providing an atmosphere wherein staff can exert positive efforts and still be relaxed, open-minded, and good-humored. Team members are expected to be creative and sensitive in their approach to the problem-solving process. Because of the careful documentation of the problem, ongoing inservice for staff has become a valued and respected aspect of the teacher-as-learner process that results from team participation. The development of a computerized data base of intervention strategies and an accompanying manual has reduced duplication of team effort. This manual is available in the principal's office for review by all staff. Another outcome of the IAT process has been the reduction in the number of referrals for multifactored evaluation and the increase in the appropriateness of those referrals.

The principal has incorporated knowledge of the IAT process into regular teacher evaluation. Specifically, the teacher evaluation form includes a section titled, "Does the teacher make use of available resources?" Teachers who need IAT support but fail to avail themselves of it and its benefits may be evaluated unfavorably. Teachers who do not use the IAT as a resource but have discovered other satisfactory means for providing intervention are encouraged to continue such practices. They do so without fear of reprisal for not using the IAT. The IAT is designed to provide staff support, where needed, in order to provide a quality education for all children.

The principal, through the IAT process, has been a catalyst in fostering the professional growth of her faculty members. The effectiveness of IATs is further enhanced by the principal's efforts to relieve constraints, minimize feelings of intimidation in the early stages of team development, and provide members with a feeling of ownership in the process.

Other Considerations

Ms. West believes that administrators need not be overwhelmed by the IAT concept. Similarly, they need not be a "fountain of knowledge" to make the process work. The principal's skills are directly related to organization and task performance. In organizing this process, the principal has to be warm, sensitive, and aware of the instructional goals as well as the interpersonal needs of the staff. The principal should be able to maintain a sense of humor in communicating ideas in an honest and straightforward manner, thereby creating an atmosphere of support and trust.

Ms. West feels that as principal she is a very powerful force in education. She feels that by being at the helm of the "educational ship," she is able to direct and shape the minds of young people by directing and shaping the minds of the school faculty and staff. Care must be taken in the IAT process so that the principal's behavior, attitudes, values, and ideas may be modeled by the faculty and, in turn, by the students. Ms. West feels that school principals are in a position to direct and shape the American educational ideal.

Figure 12. Walbridge Elementary School IAT Flowchart

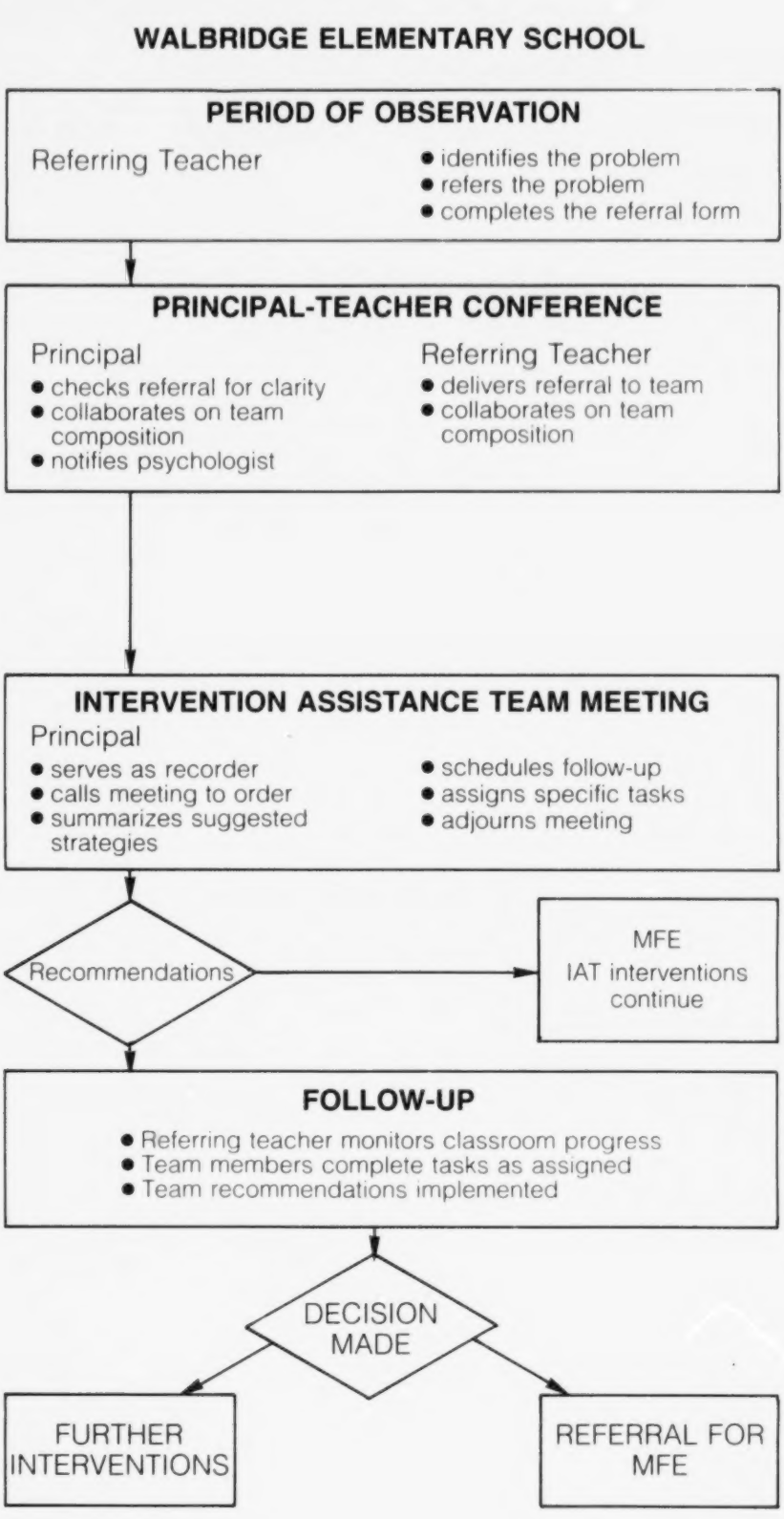

Figure 13. Types of Students Served by Walbridge Elementary School IAT

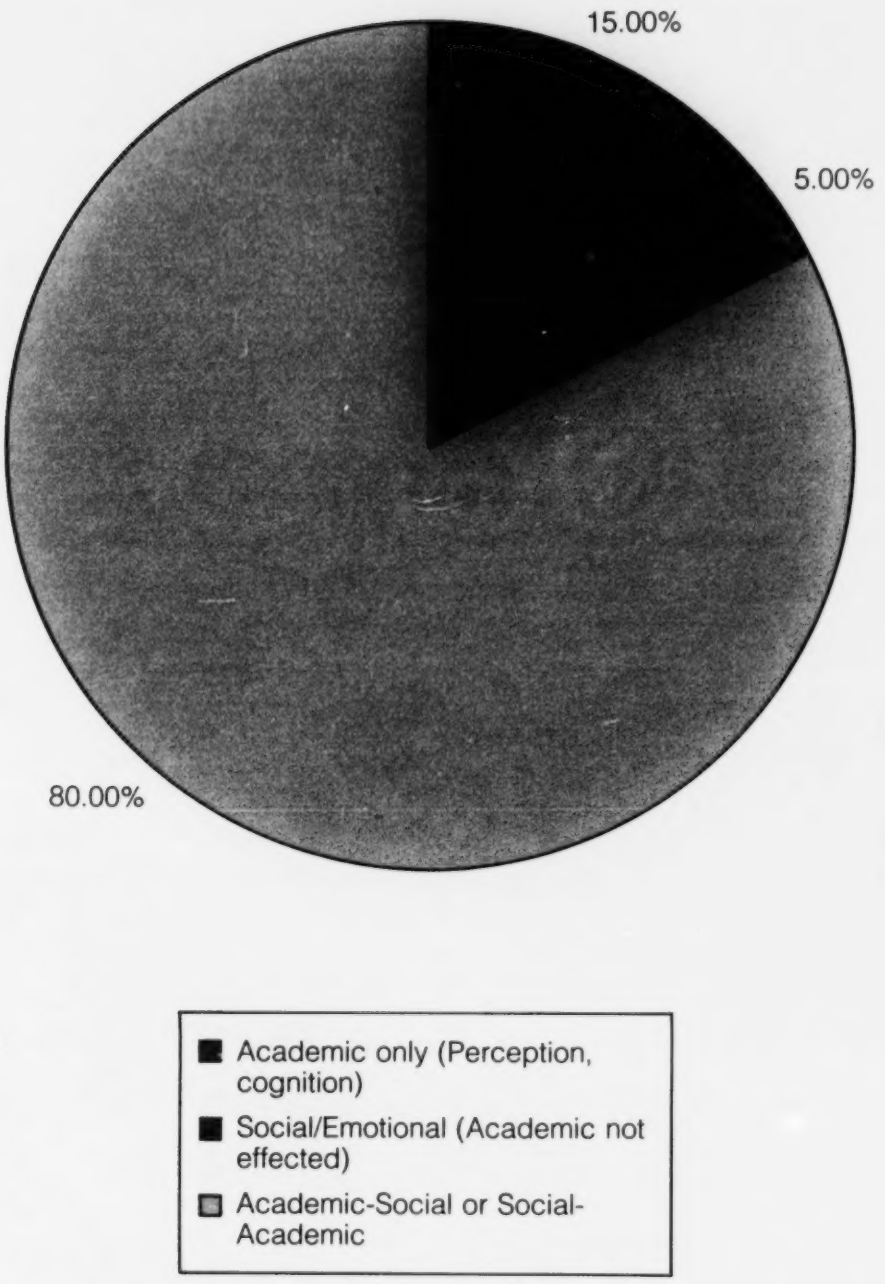

Figure 14. District IAT Referral Form

WALBRIDGE ELEMENTAI

_____	_____	Normal Vis
Student	Age	Normal He
		Previous R
_____	_____	Under Mec
Teacher	Grade	Diagnosed
		Other Phys
_____		Received S
Home Phone		Recent Par

A. List problems by priority of concern.

_____

_____

B. Describe the exact behaviors that concern you (academic, emotional or social).

_____

_____

C. List the interventions you have tried so far.

_____

_____

D. List the positive reinforcements you have tried.

_____

_____

E. What do you expect as a result of this staffing?

_____

_____

Reprinte

RY SCHOOL REFERRAL FORM

	YES	NO
sion		
aring		
etention (Gr.)		
dication		
Medical Problems		
sical Handicaps		
Supplementary Services		
rent Conference Date		

STAFFING WORKSHEET

_____

Date of Staffing

	FREQUENCY	SEVERITY	TIME OF DAY	PLACE IT OCCURS

CHILD'S REACTION

CHILD'S REACTION

d by Permission

New Richmond Exempted Village Schools
New Richmond Elementary School
1141 Bethel-New Richmond
New Richmond, Ohio 45157
Contact Person: David Riel, principal
Phone: (513) 553-3181

Introduction and Background

New Richmond Elementary School (Clermont County) is one of five schools in the New Richmond Exempted Village School District. The New Richmond Elementary School serves 662 students and encompasses grade levels K through 6.

The IAT process was initiated by the district school psychologist about four years ago when he became concerned about the number of inappropriate referrals for multifactored evaluation. He attended a state conference regarding IATs, further researched the IAT concept, and developed a document outlining his proposed IAT model for the district. After an agreement on the implementation of IATs was reached with the district's principals, teachers were inserviced on IATs in each building. The principals implemented the IAT district model at the building level, making some modifications to meet their individual needs. Presently, three elementary schools within the district have formally operationalized building-level IATs.

The Service-Delivery Model

The main purpose of the IAT in the New Richmond Elementary School is to provide a support system for the teachers. The IAT is seen as a vehicle for providing teachers with resolutions to the problems they are facing with students. The IAT serves regular and special education students with behavioral, academic, and emotional problems.

The referral process is initiated by the classroom teacher. However, the principal, parents, special education teacher, and/or a Chapter One teacher may also initiate the process. The referral process does not involve a preconference meeting between the referring teacher and the principal regarding the child's problem, the prior completion of a referral form, or prior agreement regarding IAT membership. To schedule an IAT meeting, the referring teacher is only required to sign an appointment book, which contains dates and times of the month during which IAT meetings will take place.

The core members who serve on the team are the school psychologist, the referring teacher, the principal, the assistant principal, the guidance counselor, a regular classroom teacher, and a special education teacher. The team does not usually invite additional personnel to attend the meeting because they do not know in advance the child they are discussing or the reasons for the referral. It is left to the discretion of the referring teacher to bring any additional personnel who he or she deems necessary. These individuals may include the speech/language therapist, the Chapter One teacher, the child's former teachers, additional special education teachers, and/or the building secretary. Selection of the IAT members is based mainly on their (1) prior or future potential involvement with the student; (2) familiarity with the student and his or her home situation; and (3) level of expertise in dealing with the problem in question.

All members have responsibility for carrying out certain tasks either before, during, or after the meeting. For instance, prior to the meeting, the referring teacher is responsible for collecting documents to support his or her concern (e.g., grades, attendance records, Chapter One test results, etc.). The principal is responsible for notifying the members and reviewing the child's records (e.g., parent contacts, retention records). No prior preparation is required of the other team members.

During the meeting, all members are expected to be punctual, participate in the brainstorming session, listen attentively, and give specific suggestions. The school psychologist serves as a recorder, and the principal is responsible for facilitating the meeting, managing time, encouraging members to focus on the child's strengths, providing and eliciting additional information about the student, assigning responsibilities, and summarizing and closing the meeting.

The responsibility for monitoring the implementation of the decisions made during the IAT meeting does not lie solely with the referring teacher; it can be shared with the school psychologist, the guidance counselor, and the assistant principal.

IAT meetings are scheduled for every first and third Wednesday of the month. The team meets for 45 minutes per session, from 7:30 A.M. to 8:15 A.M., and discusses three students per meeting. A typical agenda for the IAT meeting is as follows:

1. Defining the problem
2. Completing the referral form during the meeting
3. Brainstorming
4. Selecting strategies
5. Summarizing the plan of action
6. Assigning responsibilities
7. Setting time lines for follow-up

During the first five minutes, the referring teacher details the child's problem, other members provide additional information about the child, the principal provides information gleaned from the child's records, and the school psychologist asks additional questions that have not been addressed on the referral form. The last ten minutes are used to brainstorm suggestions, reach agreement on helpful plans, summarize the plan of action, assign responsibilities, and determine time lines for follow-up.

Follow-up meetings are held from two weeks to two months after the initial meeting. The follow-up process can take the form of (1) a one-on-one meeting with the person responsible for implementing the plan; (2) a conference with the child's parents; (3) an IAT meeting; or (4) an evaluation or IEP meeting. During an IAT follow-up meeting, the members evaluate the effectiveness of the intervention and decide whether to implement new strategies, initiate multifactored evaluation procedures, or close the case.

Characteristics of the IAT Leader

The success of an IAT meeting relies heavily on the abilities and personality of its leader. The IAT leader needs to possess certain personal attributes and strong collaborative consultation skills to conduct an effective and efficient meeting. According to Mr. Riel, the leader should be able to facilitate the process rather than monopolize it. That is, the leader should not play an authoritative or expert role, but instead, should allow for active participation of the members by drawing upon their knowledge and expertise. In addition, the leader should be able to (1) listen actively; (2) manage time effectively; (3) communicate with others; (4) delegate; and (5) resolve conflicts. Mr. Riel emphasized the fact that the leader should have a good understanding of the teaching and learning processes and be knowledgeable about special education policies, procedures, and placement criteria.

Other Considerations

The benefits of the IAT process are numerous; however, certain factors and perhaps legal implications should be considered before initiating IATs. Mr. Riel has found the IAT process to be helpful in (1) providing teachers with additional strategies to help failing students meet the minimum competency-based education requirements; (2) making teachers aware of other resources that could be used in the learning process; (3) encouraging collaboration among teachers; (4) improving teachers' attitudes; (5) decreasing teacher turnover; (6) nurturing the feeling of belonging and caring among teachers; (7) increasing understanding of the special education process; (8) encouraging teachers to search for new ideas; (9) helping students improve their academic performance; and (10) ensuring the appropriateness of referrals for multifactored evaluation. However, some consideration should be given

to certain factors found to be essential to the success of the IAT process.

One important factor identified by Mr. Riel is the principal's level of commitment to the process. Mr. Riel pointed out that the principal should have not only a good understanding of the special education process, but also a good understanding of the students' needs and a willingness to meet those needs. Mr. Riel emphasized that sufficient time, regular availability of competent personnel, and strong staff support are essential to the successful implementation of the IAT process.

Mr. Riel emphasized the importance of ensuring procedural safeguards in the identification of handicapped students and protecting the confidentiality of students' educational records. The IAT process should not be a prerequisite for a multifactored evaluation for special education.

Figure 15. New Richmond Elementary School IAT Flowchart

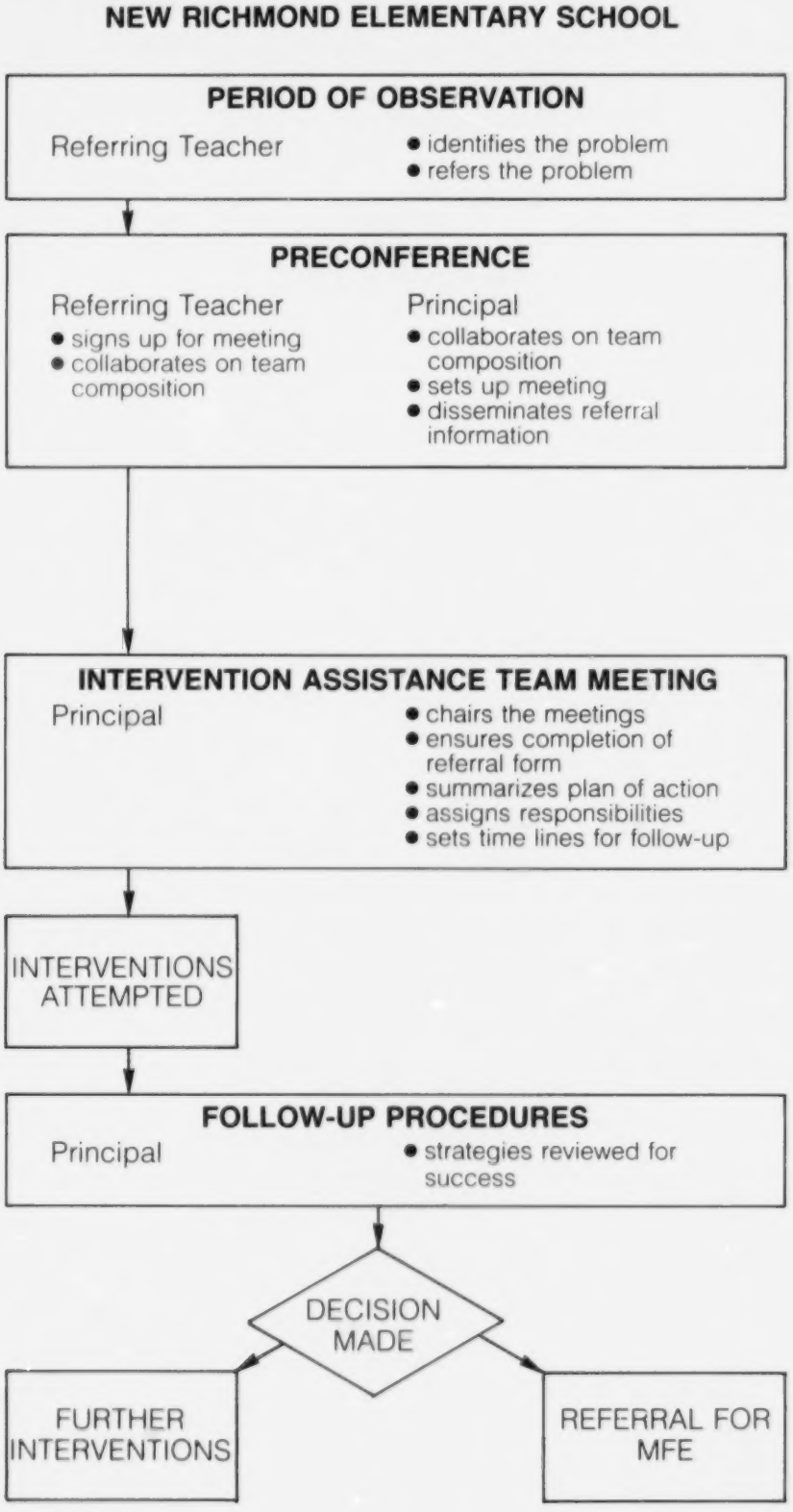

Figure 16. District IAT Referral Form

NEW RICHMOND ELEMENTARY SCHOOL

SUPPORT TEAM STAFFING DATE _____

STUDENT _____ D.O.B. _____ GRADE _____

TEACHER(S): _____ PARENTS _____

1. Days Absent _____ Tardy _____
2. Number of schools attended _____
3. Retentions/grades _____
4. Home/living situation _____

_____

5. Medical/physical concerns _____

_____

6. Concerns (academic/behavior) _____

_____

7. Current grades by subject Math _____ English _____ Spelling _____ Science _____

   Reading _____ Social Studies _____

   Pattern of grades _____

8. Student's strengths (academic/social) _____

_____

9. Has parent contact(s) been made? Yes _____ No _____

   Results of parent contacts _____

_____

10. Classroom interventions and their results _____

_____

11. Plan of Action _____

_____

   Follow-up date _____

   Adjustment to plan _____

_____

   Follow-up date _____

_____

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INTERVENTION ASSISTANCE TEAM MODELS

Wayne County Board of Education
2534 Burbank
Wooster, Ohio 44691
Contact Person: Coy Hinkle, teacher assistance team coordinator
Phone: (216) 345-6771

Triway Local Schools
Wayne County
Wooster Township Elementary School
1071 Dover Road
Wooster, Ohio 44691
Contact Person: George Dean, principal
Phone: (216) 264-6252

Introduction and Background

Wooster Township Elementary School (Wayne County) is one of four elementary schools in the Triway Local School District. The school includes grade levels K-6 and serves 383 students. Principal George Dean is one of two principals selected to pilot IATs in Southeast Local School District and Triway Local School District (Wayne County).

IATs in Wayne County, having been developed from the "top down," are accepted as part of that system's organizational structure. The superintendent and the county office have taken an active part in developing IATs to support the school staff in its effort to meet the learning and behavioral needs of students. On the recommendation of Jack Raff, director of pupil personnel, a team approach to staff-supported intervention assistance has been adopted. Mr. Coy Hinkle is employed by the county office as teacher assistance team coordinator in order to oversee countywide IAT development.

Inservice regarding the development of IATs has been provided at the county level, at the building administrator level, and at the teacher level. The final inservice phase of the pilot study in Wayne County consisted of identifying two principals to pilot the project. George Dean, principal of Wooster Township Elementary School, one other principal, and their building staffs were selected and inserviced by Mr. Hinkle.

The Service-Delivery Model

The model adopted at Wooster Township Elementary School has been developed with the principal serving as team leader, monitor, and recorder. Team members, who are selected by the principal, are chosen according to their skills and their ability to get along with other team members.

Since each faculty member is required to serve on at least one school committee, those individuals selected to serve on the IAT satisfy this requirement. Team members are responsible for adequately preparing for IAT meetings by familiarizing themselves with the information contained on the referral forms. At the meetings, members are expected to remain on target as active participants in the process.

The IAT consists of the principal, the counselor, the SLD tutor, a fifth-grade teacher (representing upper elementary experience), a first-grade teacher (representing lower elementary experience), and the referring teacher(s). All members of the team, with the exception of the referring teacher(s), are members of the core team.

The service-delivery system at Wooster Township consists of a period of observation by the referring teacher, a principal/teacher conference, a principal-parent conference, a principal/supervisor conference, the initial IAT meeting, and subsequent follow-up meetings.

During the period of observation, the referring teacher has the responsibility of identifying the problem, isolating the problem, and attempting to alleviate the problem. When

routine classroom attempts fail, the classroom teacher refers the problem to the principal, at which time he schedules a principal-teacher conference.

During the principal-teacher conference, the referring teacher specifically documents the problem by presenting work samples and/or descriptions of any instructional or behavioral modifications attempted. Teachers describe the problem in specific and observable terms. After all data are collected, the principal proceeds with the process by scheduling a principal-parent conference.

The principal and the parent meet to discuss the problem identified by the referring teacher. The parent is informed about the IAT procedure and the plan to be followed in modifying the student's behavior. The parent often provides valuable information regarding the child's particular learning style. After the formal referral forms are completed (see Figures 18-20), the principal schedules an observation and discusses the case with the county supervisor.

During the principal-supervisor conference, an observation as well as the IAT meeting is scheduled (never for Monday mornings). The completed referral forms are then distributed to team members.

The IAT meeting is held in a vacant classroom equipped with adult-size furniture. The meeting proceeds with a call to order by the principal who, as previously stated, serves as recorder. The meeting consists of the following additional agenda items:

1. Observation reports
2. Restatement of the problem and the team objectives
3. Brainstorming of alternatives
4. Task assignments
5. Adjournment

A five-minute period is devoted to review of the observation reports and the referral forms (see Figures 18-20). The problem is restated, the team's immediate objectives are outlined, and the meeting proceeds with brainstorming of suggested strategies by team members. Following this brainstorming session, a referral for multifactored evaluation may be made. More typically, specific tasks are assigned to specific team members, after which the meeting is adjourned.

The principal assumes the responsibility for providing follow-up by distributing a summary of the meeting, the suggested strategies, and the specific tasks that were assigned. He verifies that tasks have been satisfactorily completed. Two to three weeks are allowed for task completion and for a progress report on the effectiveness of the suggested strategies to be submitted. The referring teacher is also responsible for assisting the principal in determining whether all tasks have been completed as assigned.

Characteristics of the IAT Leader

The effective facilitation of IATs stems directly from the leader's efforts at organizing and planning the process, the leader's commitment to the process, and the leader's degree of preparedness. Not only must the principal organize the IATs, but this leader must also structure sessions in a manner conducive to the development of sharing attitudes that result in a cohesive problem-solving atmosphere.

The principal, as leader, must be committed to the concept of IAT and knowledgeable about the scope, advantages, and limitations of the process. Mr. Dean, having played the role of advocate for the IAT concept, states that he has used a "light touch" in encouraging faculty members to assume ownership for the team's success.

Other Considerations

This district's IAT serves both regular and special education students. The team is structured to intervene primarily for academic problems. The IAT referral is a component of the differential referral system and, although it precedes a referral for multifactored evaluation, it does not delay services to students in need of special education.

To be effective, IATs must become a part of the system. School systems interested in implementing IATs must provide inservice so that principals become active participants in "formalizing" the process. Mr. Dean is concerned that measures are taken to ensure the confidentiality and anonymity of the students served by IATs.

Figure 17. Wooster Township Elementary School IAT Flowchart

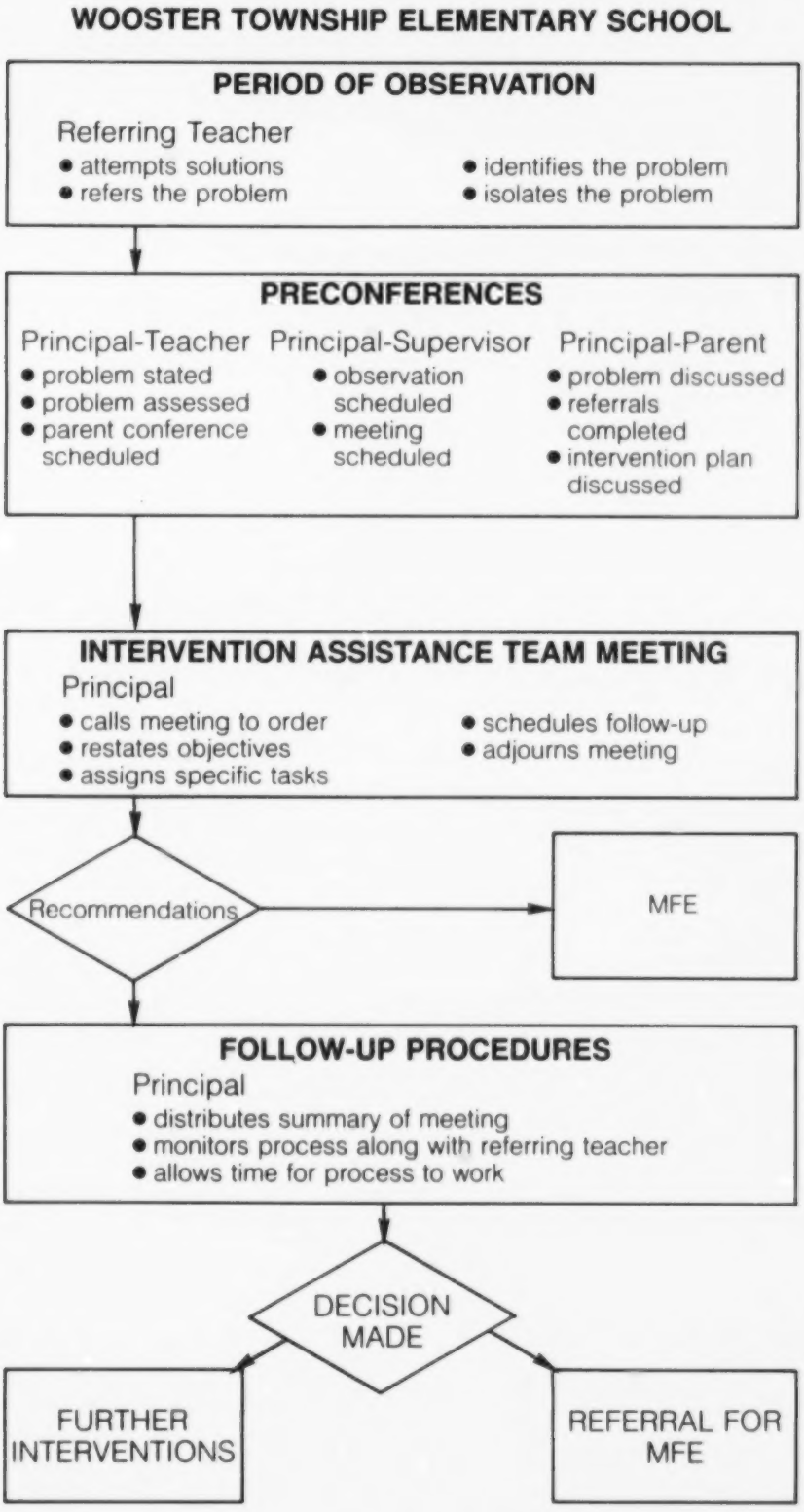

Figure 18. District IAT Referral Form

WAYNE COUNTY LOCAL SCHOOLS
REQUEST FOR CONSULTATION-ASSISTANCE

ORIGINAL—Student File
COPY—County Office

SE-I
Revised 1987

Student's Name _____ D.O.B. _____/_____/_____ Age _____ Grade _____

Requesting Person _____ Teacher(s) _____

Date Request Initiated _____/_____/_____

_____

_____

SECTION I — Check all that apply.

1. _____ Poor Retention
2. _____ Slow Rate of Work
3. _____ Cannot Follow Oral Directions
4. _____ Cannot Follow Written Directions
5. _____ Doesn't Complete Assignments
6. _____ Poor Study Habits
7. _____ Poor Attitude
8. _____ Poor Peer Relationship
9. _____ Inconsistent
10. _____ Very Active
11. _____ Distractible
12. _____ Disorganized
13. _____ Off Task Often
14. _____ Poor Motor Skills
15. _____ Poor Language Development
16. _____ Other (Explain)

_____

SECTION II — Reason for request. Be specific. _____

_____

_____

_____

_____

What classroom adjustments have been made to remediate the problem? _____

_____

_____

_____

_____

Services currently being provided: _____ Remedial Reading, _____ Math, _____ Counseling, _____ Speech Therapy, _____ Other (explain): _____

Have parents been made aware of the problem? Yes _____ No _____

If yes, their reactions and/or suggestions: _____

_____

_____

_____

SECTION III – Student Record Review

1. Parent/Guardian Name _____ Relationship _____
2. Language Spoken in Home _____
3. Significant Medical Problems _____

_____

4. Last Vision and Hearing Screening: Date _____/_____/_____ (v) Date _____/_____/_____ (h)

   Recommendations: _____

_____

List name, date, grade, and results of the most recent achievement, readiness, and/or aptitude test, or attach copy of that printout.

Name of Test	Date	Grade	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List present classroom achievement levels: _____ Reading, _____ Math, _____ English, _____ Social Studies, _____ Science, _____ Other (please list): _____

_____

When and what, if any, disciplinary action has been initiated: _____

_____

_____

Attach any relevant work samples and/or additional statements about this student's work habits, behavior, and/or potential

_____

_____

SECTION IV – To Be Completed by Principal

IAT Members:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

County Office Personnel needed as IAT member. Yes _____ No _____

Classroom Observation to be done by: Building Personnel _____

County Office Personnel _____

IAT Conference Date _____/_____/_____ Time _____ Place _____

Date _____/_____/_____ _____

(Principal's Signature)

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Figure 19. District Teacher Checklist Form

WAYNE COUNTY LOCAL SCHOOLS
REQUEST FOR CONSULTATION-ASSISTANCE

SE-Ia
1987

TEACHER CHECKLIST

Student's Name _____ Grade Level _____

Teacher's Name _____ School _____ Date _____/_____/_____

Please indicate areas of strength and weakness relative to his/her peer group.

S = Satisfactory U = Unsatisfactory N/A = Not Applicable

Listening Comprehension:

_____ 1. Can be understood when speaking
_____ 2. Can tune out noise distractions
_____ 3. Follows oral directions
_____ 4. Remembers spoken information

Comments: _____

_____

Reading Skills and Comprehension:

_____ 1. Identifies alphabet letters presented in random order
_____ 2. Can discriminate between letter sounds
_____ 3. Knows letter sound relationships
_____ 4. Blends sounds to identify word
_____ 5. Applies word attack skills
_____ 6. Does not reverse letters
_____ 7. Does not reverse words
_____ 8. Reads vocabulary words at grade levels
_____ 9. Demonstrates comprehension when reading

Comments: _____

_____

Oral Expression:

_____ 1. Can be understood when speaking
_____ 2. Oral vocabulary adequate to express ideas
_____ 3. Makes sense in conversation
_____ 4. Use of grammar and sentence structure is as mature as peers
_____ 5. Relates information in proper sequence
_____ 6. Makes appropriate responses to questions

Comments: _____

_____

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Figure 20. District Classroom Observation Report Form

WAYNE COUNTY LOCAL SCHOOLS
REQUEST FOR CONSULTATION-ASSISTANCE

SE-Ib
1987

CLASSROOM OBSERVATION REPORT

Student's Name _____ Observer _____

Date of Observation _____/_____/_____ Time _____ to _____

Subject/Activity _____ Teacher _____

_____

1. Describe in detail student's learning behavior during observation:

2. Describe in detail the nature and extent of student's off-task behavior:

3. Describe any unusual external circumstances or situations that occurred during the observation (e.g., other students' behavior, fire drill, illness, unexpected visitor, etc.).

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Figure 21. District IAT Conference Summary Form

WAYNE COUNTY LOCAL SCHOOLS
REQUEST FOR CONSULTATION-ASSISTANCE
IAT CONFERENCE SUMMARY

SE-Ic
1987

I. Student's Name _____ Date _____/_____/_____

II. Recommended instructional, management, and/or material changes to be implemented. To the extent possible, all changes should be measurable.

III. This plan will be implemented by _____ for _____ (period of time). The implementation of this plan will be monitored by the building principal and will be reviewed by the members on Date _____/_____/_____, Time _____, and Place _____.

IAT Members' Signatures:

_____ _____
_____ _____
_____ _____
_____ _____
(Principal)

IV. Review Summary of Interventions Recommended

1. What changes were noted in the student during the implementation period (be specific):

2. _____ The recommended intervention strategies produced satisfactory results and no further assistance is needed.

3. _____ Additional intervention strategies are needed. Additional Recommendations:

4. The intervention strategies did not produce satisfactory progress and a multifactored/multi-disciplinary evaluation is requested at this time due to a suspected _____ handicap.

Date _____/_____/_____

IAT Members' Signatures:

_____ _____
_____ _____
_____ _____
_____ _____
(Principal)

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SUMMARY

Data collected from Ohio school districts that have implemented IATs suggest the following:

- Teachers thought they were able to establish more successful programs for students with learning and behavior problems;
- A substantial portion of students were helped through referral to an IAT, leaving fewer requiring referral for multifactored evaluation;
- Following prereferral to an IAT, increased percentages of students referred for multifactored evaluation were found eligible for special education services;
- Large numbers of teachers agreed that access to support staff increased;
- Documentation of pupil learning problems, goals, and steps toward goals was beneficial for teachers in working with students experiencing learning problems;
- Teachers developed a better understanding of specific learning disabilities and became more discriminating in their referrals for multifactored evaluation;
- Attitudes of teachers toward the team changed in a positive direction; and
- Following inservice and other implementation activities, teachers employed a greater variety of instructional strategies and materials.

The operational teams that evolve under the principal's active leadership will respond to the individual needs of nonhandicapped and at-risk students. Intervention assistance teams, regardless of the specific model on which they are based, allow school personnel to share the responsibility for providing an educational environment that allows each child to benefit from his or her educational program.

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